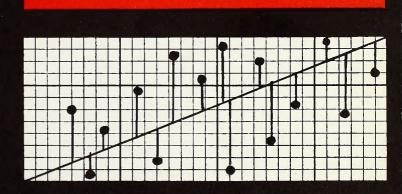
A HISTORY OF THE KINDERGARTEN PROGRAM IN NORTH CAROLINA: A CONTINUING STORY

Prepared by

Margaret Ann Link and Patricia Williams

Division of Research State Department of Public Instruction Raleigh, North Carolina July, 1974



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STATE DEPARTMENT OF PUBLIC INSTRUCTION RALEIGH, NORTH CAROLINA 27602



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Exhaustive research has been done regarding the historical and legislative background of North Carolina public kindergartens by Rebecca Jean Murray, whose doctoral dissertation, THE DEVELOPMENT OF THE KINDER-GARTEN PROGRAM IN THE PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA, was published in 1973. Therefore, the historical and legislative background presented in this study is largely drawn from this source and is considerably condensed to provide maximum treatment of the philosophy, administration, and evaluation of North Carolina public kindergartens. Appreciation is expressed to Ms. Murray for her excellent work which has enabled us to begin where she left off. Appreciation is also expressed to Ms. Margaret Ann Link and Ms. Patricia Williams for their work in condensing the large body of literature relevant to North Carolina kindergartens.

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STANDARD STANDARD

INTRODUCTION

Although kindergartens and nursery schools have existed in both public and private forms in North Carolina since the 1830's, the idea of kindergartens as an integral part of the education of young children in public schools is not one that has received widespread acceptance until the past few years. In the 139 years between the establishment of the first "Infant Schools" in 1830 and the opening of eight Early Childhood Education Demonstration Schools in 1969, many attempts were made to promote kindergarten education in the state. Although many of these efforts met with failure, they helped lay the groundwork that made the present kindergarten program possible.

This study represents a history of kindergarten in North Carolina. Consideration will be given to the historical background and initial legislation which have affected the establishment of public kindergartens in North Carolina; the administrative structure of the program and the implementaion efforts; the philosophy which shaped the North Carolina public kindergartens; and the evaluation of the program.

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HISTORIC AND LEGISLATIVE BACKGROUND

Legal Grounds for Public Kindergarten are Laid Early

North Carolina's desire to have young children attend public school goes back as far as 1840 when the General Assembly passed An Act for the Establishment and Better Regulation of Common Schools. This act provided that all white children under the age of twenty-one be permitted to attend school and receive instruction. In 1923, the General Assembly enacted legislation which granted voters the opportunity to levy a special tax to provide facilities, equipment, and maintenance of a kindergarten department. These two pieces of legislation did not come into sharp focus until 1930 when a court case developed regarding North Carolina's first publicly established kindergarten.

North Carolina's First Public Kindergarten is Established in Asheville

Asheville was the first school district in North Carolina to finance kindergartens through public money. The kindergartens begun in 1907 were maintained until 1930 when Attorney General Dennis Brummitt ruled the schools illegal, since there had been no vote by the people to establish them. Research regarding how the Asheville kindergartens were brought to the attention of the Attorney General has been fruitless. However, the termination of the kindergartens proved significant when a court case developed in an attempt to reopen them.

An issue in <u>Posey et al. v. Board of Education of Buncombe County</u> et al. was whether or not the Board of Education had the right

to discontinue the kindergartens. The Supreme Court of North Carolina reversed the lower court's ruling in favor of the board. In this reverse decision, the North Carolina Supreme Court stated that it was the duty of the defendants to exercise their power to maintain and operate kindergartens as part of the public school system (even though the power of the General Assembly to require the Board of Education to maintain schools for children below the age of six had not been previously established). In spite of the North Carolina Supreme Court's decision which allowed the reopening of the kindergartens, financial difficulties closed them one year later.

In September of 1910, Washington Public Schools opened a kindergarten with an enrollment of fifty children. Its central purpose was to combine kindergarten and the primary grades by allowing children who would be five years old in September to come to school. THE REPORT OF THE SUPERINTENDENT, JULY 1, 1909 - JUNE 30, 1910 stated that the kindergarten had been a success and that several children were promoted to the first grade. However, the Board of School Trustees for Washington decided in 1915 to abolish kindergartens in favor of the establishment of Domestic Science in the Washington Public Schools. 6

These early attempts to establish public kindergartens met with failure. The only state-supported program that has survived until the present time was begun in 1892 at the North Carolina Institute for the Deaf, Dumb, and Blind, now the North Carolina School for the Deaf at Morganton.

Private Interest Precedes Public Interest

Although the amount of public interest expressed in kinder-gartens prior to 1940 was small, and the amount of private interest was considerable, Infant Schools, which were open to those children whose parents could afford them, were established in North Carolina during the 1830's. Apparently each school had its own purpose and goals. Some advertised themselves as being places to prepare children for later schooling; others simply promised to keep children out of mischief.

One Infant School, operated by a Welsh philanthropist named Robert Owen (1771-1858), emphasized health and physical exercise rather than academic achievement. This school was provided for the young children who had been apprenticed to work in his mill. In 1912 kindergartens were provided by private mills in the cities of Greensboro, Lumberton, and Wilmington. When both father and mother were employed by a mill, this presented the only alternative to leaving their young children unattended. In a study conducted by John H. Cook, it was recommended that a well organized kindergarten be made available in the mills so that young children might be afforded gain from the educational opportunity. 9

These mill kindergartens had an average daily attendance of between 30 and 45 students. Proximity Manufacturing Company's kindergarten in Greensboro operated 180 days per year and employed three teachers who drew an annual salary of \$480.

Other private kindergartens could be found within institutions which provided training for those interested in kindergarten teaching

or related careers. Among these institutions which first had kinder-gartens were Normal School of Randolph County (which later became Trinity College Normal School) 11 and Peace Institute in Raleigh. 12

Teacher Training Institutes Offer Kindergarten-Related Courses

Although only two North Carolina public school systems maintained kindergartens prior to 1940, instruction in kindergarten teaching occurred through course offerings at the University of North Carolina Normal School. A summer session at Chapel Hill in 1878 was encouraged by the state through a \$500 grant to assist teachers desiring to attend. Eighty-three teachers received aid, and railroad and steamboat companies in the state reduced their fares to allow teachers to travel to Chapel Hill at a less expensive rate. 13 Kemp Battle, president of the University, wrote the following: "So much attention had been given in recent years to the training of children, it was thought best to employ an instructor in the kindergarten system." 14 Kindergarten instruction for teachers continued to be offered until 1886 when presumably these courses were discontinued, since the catalogs show no listings for them. The listings resumed in 1898, were discontinued again until 1901, and terminated in 1905. No information has been found which might reveal the reasons for this termination.

Other state-supported teacher-training institutions which offered kindergarten work for a period of time prior to 1940 were the Normal School at Franklin, the Normal School at Newton, the

Asheville State Normal School, the Washington Normal School, and the State Normal and Industrial School in Greensboro.

Individuals and Organizations Lend Supportive Interest

The North Carolina Kindergarten Association, a division of the North Carolina Teachers Assembly and formally organized in 1912, provided information to its members concerning kindergarten education and realized the significance of public kindergartens. Between 1910 and 1920 the North Carolina Kindergarten Association attracted several speakers nationally known for their work with young children. In 1920 the North Carolina Congress of Parents and Teachers passed its first resolution calling for public kindergartens, a position the organization maintained until public kindergartens became a fact. In 1921 two specialists in kindergarten education wrote to the State Superintendent of Public Instruction, Dr. E. C. Brooks, encouraging the establishment of public kindergartens in North Carolina.

None of these expressed interests seemed to have sufficient impact on the state to be translated into action. However, in the 1910 issues of NORTH CAROLINA EDUCATION there appeared a monthly feature entitled "Our Kindergarten Exchange." In the academic year 1923-24 there appeared a similar monthly column entitled "Kindergarten Department." These monthly features were some indication that North Carolina was becoming more concerned with the education of young children.

Interest Increases During the Period of 1940-1968

By 1945 interest stimulated in public kindergartens was sufficient to enact a law which reaffirmed the 1923 law and added a section that authorized the State Department of Public Instruction to supervise kindergartens. Various school-related organizations continued to advocate public kindergartens in the period from 1940-1968. During this period many private kindergartens were established in churches and homes, and parents were eager for their children to attend them. However, there was no real leadership in efforts to train personnel for this function until Miss Annie Mae Murray at East Carolina Teachers' College and Dr. Eugenia Hunter at Woman's College began holding summer workshops on campus for this purpose.

It was under the leadership of Miss Murray that the North Carolina Kindergarten Association (separate from the division of the North Carolina Teachers Assembly, though it carries the identical name) was formed in 1953. 20 She was appointed the first advisor to the organization and retained the position for more than fifteen years.

Another person influential in stimulating interest in kindergartens at the state level was Miss Patsy Montague. Miss Montague joined the State Department of Public Instruction in 1951 with credentials in early childhood education. ²¹ Her title was Elementary Supervisor and she assisted in the writing of the first bulletin on standards for public and private kindergartens in the state. ²² This bulletin was issued in 1953 and was replaced in 1962 by a similar publication. ²³

When the North Carolina Education Association (which began advocating public kindergartens in 1956) and the North Carolina Teachers Association (which began advocating public kindergartens in 1963)

merged to form the North Carolina Association of Educators, strong support of public kindergartens was a part of their legislative program. Bills to establish public kindergartens were introduced to the General Assembly in 1963 by Representative Rachel D. Davis and others; 24 in 1965 by Senator Martha Evans and Senator Lennox P. McLendon, Jr.; 25 and again in 1967 by Senator Martha Evans and others. 26 Each bill was defeated.

In the meantime, two North Carolina public school systems provided kindergartens for a portion of the eligible five-year-olds. Two Orange County public schools operated kindergartens in 1963 although these kindergartens were discontinued in 1965. In 1968 Roanoke Rapids distinguished itself by having the first publicly funded kindergartens in the state since the Asheville school district in 1930.

Preschool Programs Are Provided by Federal Funding and Foundation Grants

In 1965 the State Board of Education entered into an agreement with the U. S. Office of Education to administer Title I of the Elementary and Secondary Education Act. The operation of Title I in North Carolina began in the spring of 1966. Title I programs grew steadily over the years, providing preschool programs for educationally deprived children, as well as supporting workshops and summer institutes attended by Title I kindergarten staffs.

The Economic Opportunity Act of 1964 included Project Head

Start which was launched in 1965 and provided an eight-week summer

program for children who would enter first grade in the fall. Project

Head Start helped demonstrate to the people of North Carolina that pre-first grade programs could make a contribution to the education of young children. The Summer Readiness Program of the Comprehensive School Improvement Project, which began in the summer of 1964 and was funded by the State Board of Education and the Ford Foundation, also helped prove the worth of educational programs for young children.

North Carolina Public Kindergartens Are Recommended and Approved At the recommendation of Governor Dan K. Moore, the 1967 General Assembly created a commission to study the public school system of North Carolina. When the findings of the study were presented to the General Assembly in 1969, it was recommended that top priority be given to a public kindergarten program. 27 It has been suggested that this report, submitted by the Governor's Study Commission, was a prime factor in motivating legislators to enact Senate Bill 109 in July, 1969, the bill which gave the legal means to provide a kindergarten program for five-year-olds in North Carolina. An Act to Authorize the State Board of Education to Establish Kindergarten Programs for Five-Year-Olds was sponsored by Senator Martha Evans and twelve other senators. Besides calling for the establishment of kindergartens as part of the public school system of North Carolina, the bill also provided for the establishment of programs in early childhood education in teacher education institutions, for in-service instruction to teachers, and for guidance services from the State Department of Public Instruction to assist in program development. 28

Criteria for Demonstration Centers are Set

Following the 1969 bill granting the State Board of Education the authority to establish public kindergartens, State Superintendent of Public Instruction, Dr. A. Craig Phillips invited 153 school districts in North Carolina to submit proposals which would provide a basis for selection of demonstration centers to be established in each of the state's eight educational districts. Seventy school districts applied, and eight were selected by the criteria set by the State Board of Education. The primary functions of the centers as defined by the Board, as well as the considerations recommended by the Board to the Division of Kindergarten/Early Childhood Education of the State Department of Public Instruction, can be found in Appendix B.

Centers Are Named and Program Objectives Are Formulated

On August 7, 1969, the Board of Education approved eight project proposals, and the following sites were selected:

- 1. Chocowinity Primary School Chocowinity, North Carolina
- 2. Beaufort Elementary School Beaufort, North Carolina
- 3. Jeffreys Grove School Raleigh, North Carolina
- 4. Southern Pines Elementary School Southern Pines, North Carolina
- 5. Saxapahaw Elementary School (renamed B. Everett Jordan)
 Graham, North Carolina
- 6. Woodhill Elementary School Gastonia, North Carolina

- 7. East Harper Elementary School Lenoir, North Carolina
- 8. Sylva Elementary School (renamed Fairview Elementary School)
 Sylva, North Carolina

The objectives of the kindergarten program focused on the children whom it would serve. Members of the staff of the State Department of Public Instruction, selected superintendents, principals, teachers, and consultants from the Appalachian Regional Commission (an organization established during the administration of John F. Kennedy for the purpose of assisting Appalachian counties from Massachusetts to Georgia) met and formulated the following objectives:

- 1. To provide many opportunities for social development and adjustment to group living.
- 2. To promote development of good health habits.
- 3. To instill habits, appreciations, and attitudes which serve as standards of conduct at work and play and as guides to worthwhile use of time and materials in and out of school.
- 4. To provide opportunity for self-expression through language, music, art, and self-experience.
- 5. To provide situations in which the child can succeed and, through success, build confidence in his own ability and work.
- 6. To develop an atmosphere in which creativity is stimulated.
- 7. To develop a feeling of adequacy through emphasis on independence and good work habits.
- 8. To lay foundations for subject-matter learning and intellectual growth.29

Certification Requirements Are Changed

Consistent with the top priority given to the proposed kindergarten program, the Governor's Study Commission recommended establishment of state certification requirements for teachers in the area of early

childhood education. In accordance with this recommendation, the Division of Teacher Education of the State Department of Public Instruction changed the Primary Certificate to the Early Childhood Education Certificate on July 1, 1969. This change suggested that the state-approved institutions offering work in early childhood education plan their courses to include information about the younger child. In addition, the adopted state guidelines required that "each teacher employed by the kindergarten program shall hold as a minimum a primary certificate or an early childhood certificate. If they do not hold an early childhood certificate, they should be working toward same at the rate of six or more semester hours per year."

The Original Staff Is Organized

The entire early childhood program, coordinated by the Division of Kindergarten/Early Childhood Education, was organized to include a central staff (consisting of a director and three consultants) located in Raleigh and eight regional coordinators located in each of the state's eight educational districts. Also included was a Staff Development Coordinator for Exceptional Children who worked with the four western educational districts to coordinate staff development activities relating to the involvement of exceptional children in the early childhood program. A state program coordinator, paid from federal and state funds, was selected to work directly with the coordinators. This original administrative framework is still being maintained.

Interagency Cooperation Is An Important Foundation

North Carolina has been fortunate in the implementation of the Board of Education's fourth requirement that the early childhood program "develop ways and means of interagency collaboration and cooperation in serving the needs of young children." The State Department of Public Instruction has utilized the resources of several divisions. Among them are the Divisions of School Planning, Exceptional Children, Research, and Certification. The sixteen campuses of the University of North Carolina, the community colleges, and a large number of private colleges and universities within the state were anxious to have a part in the program, particularly in the training and certification of teachers. Each year several of these schools served as hosts for summer staff development institutes and provided much of the faculty for those institutes.

Community agencies have had a vital part in the program at all levels. Family and child services, mental health facilities, P.T.A. groups, religious groups, public health agencies, and many others provided assistance and support to the demonstration centers from the beginning of the program.

LINC Gives Valuable Support

A unique part of the kindergarten program's cooperative venture has been the participation of LINC, the Learning Institute of North Carolina in Durham. LINC is an independent, non-profit agency dedicated to progressive change in education. It establishes and operates schools,

develops curriculums, makes grants to public and private institutions, carries out research projects, and publishes results in its efforts to find alternative practices that will solve educational problems. Exercising no control over other institutions, LINC tries to bring about change through ongoing projects. Most of LINC's projects are carried out jointly with some other group or institution. Therefore, once the joint effort has been established and field tested, it is possible for the group to assume some responsibility for the continuation of the project.

LINC is governed by a twenty-two member Board of Directors representing the State Board of Education, legislators, the business and educational community at large, the Consolidated University System, and Duke University. Its budget comes from state funds and grants, private foundations, and federal agencies. 31

LINC has been a part of the Early Childhood Program since the program's inception. Its participation has included the following:

- 1. sponsoring the institute for leaders at Tufts University in the summer of 1969;
- helping the State Department of Public Instruction develop criteria for selecting sites and helping to design the kindergartens;
- developing a plan for staff development and securing special funds to carry out the plan; and
- 4. providing an extensive evaluation of the kindergarten program for the first four years of its operation.

Now that the kindergarten has become an established part of the public school system, LINC's participation is diminishing. The State

Department of Public Instruction has taken over responsibility for annual evaluations of the kindergarten program, and in the summer of 1974 state funds will pay for all teacher training. LINC will, however, maintain its interest in the progress of the kindergarten program and be ready to become involved if special need arises in the future.

Training and Supervision for Personnel Begins

The first effort to acquaint personnel with quality programs in early childhood education was a one-month summer institute sponsored by LINC. It was held in July, 1969, at the Eliot-Pearson Child Study Center, Tufts University, Medford, Massachusetts. Thirty-six persons who had been chosen because of their leadership potential attended this institute. Early childhood education programs in the Eliot-Pearson Children's School, which utilized some of the components of the British Infant School, were observed, and lectures and films were presented by the staff of the center. Professor Emeritus Abigail Eliot, founder of the Eliot-Pearson Child Study Center, and Dr. Burton White, Director of the Preschool Project, Harvard University, were among the lecturers. 32

After eight schools had been chosen for the pilot project, a two-week summer training institute was held in September, 1969, at the LINC Children's Center in Greensboro under the joint sponsorship of LINC and the State Department of Public Instruction. The staff included many of the people who had attended the conference held at the Eliot-Pearson Center. Each demonstration center sent their

teachers, assistant teachers, supervisors and principals to participate in this institute. A weekend follow-up conference was held several months later to give assistance where needed and was representative of the type of continued in-service training encouraged by the Division of Kindergarten/Early Childhood Education. The first summer institute concentrated entirely on the kindergarten aspect of the program and did not include provision for training of early primary teachers to participate in the early childhood program philosophy and implementation. This aspect came the following year when the training program was expanded to two summer institutes.

Students for the First Statewide Public Kindergartens Are Selected

Each demonstration center was charged with the responsibility of selecting forty children who would reflect the racial and socioeconomic balance of the community each represented. Application for admission was open to all. Application forms requested information regarding sex, race, age, and parents' occupations. A random sample of forty students usually produced an equal number of boys and girls over five and under five. If it did not, alternate names had to be selected to be sure that all sampling objectives were satisfied.

The First Eight Demonstration Centers Open

On December 1, 1969, Robert W. Scott and State Superintendent Dr. A. Craig Phillips officially opened the kindergartens at Jeffreys Grove School in Wake County. All eight centers were able to participate in the ceremony via telephone. 33 The total kindergarten enrollment for the first year was 320 children with an average age of five years, six months. 34

Ten Additional Centers Are Selected in 1970

On February 5, 1970, at the meeting of the State Board of Education, funds were allocated to open ten additional early childhood demonstration centers. Of the eighty-one proposals submitted, the following ten schools were selected to house the centers:

- 1. C. G. White School
 Powellsville, North Carolina
- 2. Aurelian Springs Elementary School Littleton, North Carolina
- 3. Brogden Elementary School Dudley, North Carolina
- 4. Walker Elementary School Fayetteville, North Carolina
- 5. Chadbourn Elementary School Chadbourn, North Carolina
- 6. Henry Grove Primary School (Renamed T. W. Bennett) Lilesville, North Carolina
- 7. North Elementary School Winston-Salem, North Carolina
- 8. Mt. View Elementary School Hays, North Carolina
- 9. Forest City Elementary School Forest City, North Carolina
- 10. Claxton Elementary School Asheville, North Carolina

Training for Personnel Continues in 1970

Training for administrators and teachers who would be involved in working in the centers during the 1970-71 school year took place in the summer of 1970. One institute serving the eastern part of the state was held at East Carolina University and was sponsored

by the State Department of Public Instruction, LINC, and Beaufort County Schools. The State Department of Public Instruction, LINC, and Gaston County Schools sponsored an institute at the University of North Carolina at Charlotte to serve the western part of the state. The focus was not only on kindergarten but on the influence of kindergarten on the primary years. 35

Subsequent Legislation and Funds Provide for Expansion

From the one million dollars appropriated by the 1969 legislature, \$333,000 was spent during the first year of the biennium with each of the eight centers receiving \$37,000. The remainder was spent on the ten additional centers in the second year of the program.

The 1971 legislature approved \$4.5 million of the requested \$21 million, allowing for considerable expansion of the kindergarten program. The number of centers increased from the original eighteen to fifty-four in 1971 to seventy-nine in the school year 1972-73.

The viewpoint of the General Assembly which seemed to be much in evidence before enactment of further efforts was one of caution, together with a desire to have the program fully studied and evaluated before committing itself to a statewide program.

Staff Development Centers and A Special Education Component Are Established

After the 1971 appropriation of \$4.5 million, thirty-six new schools were selected, making a total of fifty-four early childhood centers.

Eight regional staff development centers were established in each of the eight educational districts to support efforts in the training of new personnel. The Education Professions Development Act (EPDA)

supported the eastern centers and the Rutherford County ESEA Title III project (entitled "The Establishment of Regional Centers for Early Childhood Staff Development") supported the four western ones. Regional early childhood coordinators were hired to direct summer training institutes and to provide follow-up assistance throughout the year to the schools within their respective districts. A state coordinator of early childhood staff development was attached to LINC.

In 1972-73, a Special Education Component was added to the program which incorporated a special coordinator to help with staff development activities in the summer training institutes and to direct the special education activities in the model center specializing in the integration of developmentally-handicapped children into the regular classroom. ³⁶

Operation Kindergarten Becomes Influential

In 1972 a group of businessmen from Charlotte, North Carolina, became interested in promoting a full-scale statewide kindergarten program. Organizing under the title of Operation Kindergarten, they made the following contributions which affected the passage of House Bill 127 in 1973:

- organized interested and supportive groups across the state (such as the League of Women Voters, the Democratic Women's Clubs, P.T.A.'s and others);
- 2. gathered and disseminated information;
- hired a lobbyist to work with the legislature to gain support for public kindergartens;

- 4. aided the Superintendent of Public Instruction and the Attorney General's office in drafting legislation introduced into the legislature in 1973; and
- 5. published "The ABC's of Public Kindergartens" which provided the public and the legislature with a concise summary of the kindergarten program from 1969 to 1973.

When the legislation finally passed, the chairman of Operation Kindergarten wrote to Mr. Jim Jenkins, Director of the Division of Kindergarten/Early Childhood Education, saying: "I have no doubt that down the road a few years we will be able to say that the North Carolina public kindergartens as established by the State Department... are the best of any in our whole nation. There is no reason that I can see to have any less goal." 37

House Bill 127 Provides a Plan

House Bill 127 provided that each school administrative unit operate a minimum of two classes during the 1973-74 school year with new classes added each year as the state's school system progressed to a kindergarten program for all five-year-olds by September, 1978. The amount of \$12.3 million was appropriated and allocated so that the already existing 149 classes could be maintained and so that each administrative unit could provide a minimum of two classes. The schedule described in the statute, G.S. 115-359, was as follows: ³⁸

Enrollment Date	Enrollment Percentage
September 1973	Not less than 16%
September 1974	Not less than 25%
September 1975	Not less than 45%
September 1976	Not less than 65%
September 1977	Not less than 85%
September 1978	Not less than 100%
September 1975 September 1976 September 1977	Not less than 45% Not less than 65% Not less than 85%

Standards, Policies, and Guidelines Are Adopted

On June 1, 1973, the document "Standards, Policies, and Guidelines for Implementation of Kindergarten/Early Childhood Education in North Carolina" was adopted. These guidelines provided a framework within which the state's 151 administrative units could eventually provide public kindergartens for all of North Carolina's five-year-olds. Provisions were listed for the selection of children and staff, for research and evaluation, for classroom space, and for management of fiscal affairs. 39

Summer Institutes of 1973 Draw About 3,000 Participants

With the hope of strengthening local leadership in early childhood education, representatives from LINC and the State Department of Public Instruction solicited outstanding teachers, principals, and supervisors to assist them with summer training. Sixty people who had experience with existing early childhood demonstration centers were selected and asked to convene for one week at St. Andrews College in Laurinburg, North Carolina, to plan for the summer institutes. Following this planning session, three one-week institutes were held in the following locations:

Districts 1 and 3	East Carolina University Greenville, North Carolina
Districts 2 and 4	St. Andrews College Laurinburg, North Carolina
Districts 5 and 7	University of North Carolina at Greensboro Greensboro, North Carolina

Satellite institutes were held in Gates County, Craven County, Winston-Salem/Forsyth, Charlotte/Mecklenburg, Buncombe County, and Cabarrus County and at Western Carolina University.

Each school with a new public kindergarten sent a team consisting of teachers, supervisors, and a principal. The combined attendance of the institutes was about 3,000. As in previous years, follow-up sessions and workshops were held in all existing centers. Staff development objectives were described in the Final Evaluation
Report for the Establishment of Regional Centers for Early Childhood Staff Development as follows:

One of this project's prime goals is to develop a team spirit across the state for the support of high quality programs for young children. Not only have parents and community agencies been involved, but, from the outset, a special relationship has developed among participating school systems, colleges and universities, the State Department of Public Instruction, and the Learning Institute of North Carolina. Universities have given course credit for the summer programs, housed participants, and provided consultants and student teachers. The State Department of Public Instruction and the Learning Institute of North Carolina have provided technical assistance throughout the year. Schools, too, truly have developed teams -- principals, as well as teachers, are very much involved with children. Teachers plan together, visit other schools, attend workshops, and bring back new ideas for the entire staff. 40

THE PHILOSOPHY AND PROGRAM COMPONENTS

The Kindergarten/Early Childhood Philosophy Speaks to North Carolina

North Carolina's early childhood philosophy is founded on child development research which stresses the importance of considering all aspects of a child's development. The following principles of child development form the philosophical base for North Carolina kindergartens and for the early years of learning:

- 1. Children learn best by doing.
- 2. Children have ways of learning all their own.
- 3. Learning skills evolve from the simple, to the concrete, to the abstract as children mature.
- 4. Learning is enhanced when the learner is involved in decisions about what is to be learned.
- 5. Children function best in a threat-free environment.
- Acceptance of the child and what he brings to the learning situation is fundamental in helping him move along the learning continuum.

The Division of Kindergarten/Early Childhood Education suggests that any program which strongly reflects the early childhood philosophy would naturally evolve to embrace other major concepts. These concepts, some of which generate a certain amount of controversy, warrant separate attention. They are: the informal classroom; the integrated approach to learning; vertical or multi-age grouping; parent participation; the teacher as facilitator of learning for each individual child; and the inclusion of the exceptional children in the mainstream of education.

The Informal Classroom

The informal classroom is rich with all kinds of materials children can manipulate -- teacher-made materials, and free or inexpensive materials. There are many opportunities to explore, experiment, share, consult with adults or other children, work in small or large groups, and work alone. Children are encouraged through learning-interest centers in math, reading, writing, science, social studies, the arts, etc., to observe, explore, record, and think. The teacher structures the environment, selects materials, and makes many professional decisions based on his acute knowledge and observation of the children. Contrary to the belief of some critics of informal education, skills are not de-emphasized but rather placed in proper perspective. 42

The Integrated Approach to Learning

The real world is not made up of neat little packets called arithmetic, reading, science, etc. In the real world, things connect one to the other. The world can be studied and explored beginning at any place. Math can evolve from block play, or reading can begin at the fish bowl. The important thing is that learning begins; and at a point meaningful to the child.⁴³

Vertical or Multi-Age Grouping

Children grouped together across age lines more nearly represent the real world in which they live. In vertical-grouped classes, the effect of the help which children of different ages consciously and unconsciously give each other is immeasurable. It has far-reaching effects on social and intellectual development; it stimulates the development of spoken language; it ranges from absorption of knowledge through incidental activities to teaching of reading skills by other children to younger children. At the same time, the older child is able to reinforce and use his new skills by teaching it. Responsibility and independence developed in older children are transmitted to younger ones and they, in turn, pass this on to still younger children. The vertical-grouped class becomes a learning laboratory where children learn from each other. 44

Parent Participation

The involvement of parents in the educational program is receiving emphasis today. Parents are serving on advisory councils and as volunteers in the schools and are participating in the development of teacher-made materials, in curriculum workshops, and other school and community activities. 45

The Teacher As Facilitator of Learning for Each Individual Child

In this program, the teacher's role is changed from the traditional role of just telling children what to do, supplying information, and arranging tasks for children to do without choice. The new role demands that she teach by providing appropriate materials and conditions for using them, by working and playing with children, by providing choices within the classroom environment, by promoting an atmosphere of happiness, self-help, mutual respect and cooperation, and by establishing standards and limits. The teacher is an acute observer and diagnostician who truly capitalizes upon the child's needs and interests. She keeps records of all areas of each child's development and reports to parents. She inspires, motivates, extends learning, and sets an example. To perform the above mentioned functions effectively, the adult working with children needs to be a flexible, loving person who feels secure herself. 46

Inclusion of Exceptional Children in the Mainstream

Even if North Carolina had the resources to extend special programs to all handicapped children, the existing special programs offered in North Carolina cannot deal with the needs of some handicapped children. Within the general population of handicapped children, the degree of problem as well as the diversity of problems range from those children whose handicapping condition is minimal or temporary to those who need full-time institutionalization. Within this range, there are children who can achieve their potential if they are provided with an educational setting in a regular classroom which not only allows for, but capitalizes on, individual differences. The kindergarten-early childhood education concept of thinking about the entire child - his emotional and social growth, as well as his academic life - which provides all children an opportunity within the framework of regular education is made possible. 4

Concepts strikingly similar to these were introduced in a State

Department of Public Instruction publication as far back as November of

1962. The following excerpts from this publication bear a strong

resemblance to the present kindergarten/early childhood philosophy:

A variety of activities provides greater opportunities for the children to grow in ability to work with others and to find self-satisfaction.... Perfection is not a human trait. Standards of behavior and achievement should seldom be higher than the child can achieve, lest he be constantly faced with frustration. Frustration prevents normal growth....

Children under six are not ready to encounter formal learnings. Rather, they are experimenting with personal relationships with adults and other children....

Continuous quiet and confined activity is a strain on an active child. So are activities which require the use of finely-coordinated muscular activities....

Young children need to be permitted and encouraged to express and to try out their own ideas. This will help them to become independent and self-reliant rather than submissive....

Programs for young children vary according to the needs of the children and the community. In good schools today, children progress from one group to another according to their readiness for each new step. Much emphasis is placed on what the program does for the child and little emphasis is placed on the school or the grade placement of the child.

Some educators had been exposed to these concepts prior to the introduction of public kindergartens in North Carolina. However, the concepts required organization and characteristics which were new to many educators.

Probably the most significant aspect of North Carolina's present early childhood philosophy is that it does not justify its early childhood program on the narrow basis that it will determine the later school achievement of a child or his performance on a paper and pencil test. In fact, the single-directed program approach to expanding the child's mind in cognitive areas because of the supposed plasticity of the mind at this age is rejected in favor of a multi-experience approach which develops the total child. Proponents of the program base their philosophy on research which points to the possible damage done to the child's total self-actualization when

formal learning is prematurely forced upon the child and other areas of development are neglected.

An equally significant aspect of North Carolina's early childhood philosophy is that it is consistent throughout the early years of a child's life and is not restricted to kindergarten. The proponents of this philosophy are hopeful that implementation efforts in the early years will serve as models for innovation throughout a child's learning continuum.

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THE EVALUATION OF THE PROGRAM

The Evaluation Seeks to Recognize Children's Achievement in Many Ways

While there existed among North Carolina educators a widespread belief that kindergarten is a valuable experience for all children, the need for research data supporting this belief presented itself as financial considerations for the expansion of the program arose. In order to accurately demonstrate the effects of the kindergarten program, the State Department of Public Instruction and the Learning Institute of North Carolina entered into a contract agreement whereby the research and evaluation component of LINC would carry out the testing and evaluation program required by the State Board of Education. This contract arrangement continued through the school year of 1972-73.

The kindergarten evaluation effort recognized children's achievement in many ways -- emotional, social, physical, and intellectual. ⁴⁹ The formal evaluation design used by LINC for the first three annual evaluations consisted of five instruments, two of which were given before school started and three of which were administered after the children began to attend classes regularly. The five instruments used in the first annual evaluation are as follows:

- 1. The Home Information Scale: helps determine the level of advantage a child enjoys at home. It includes questions regarding the educational level of family members, materials available in the home for a child's use (record player, T.V., paper, crayons, books, etc.) and parental expectations for the child. This instrument is completed when the teacher and teacher aide visit the child's home.
- 2. The Caldwell Preschool Inventory: helps the teacher determine various abilities of the child such as being

- able to identify shapes and colors, understand directions, and translate directions into appropriate actions.
- 3. The Draw-A-Man Test: assesses the child's mental abilities.
- 4. The Tests of Basic Experiences (TOBE): assesses the child's mastery of certain concepts and skills acquired during the years before formal education begins. It evaluates the student's "conceptual background."
- 5. The Classroom Behavior Rating Scale: consists of sixty statements regarding behavior patterns and is filled out by the teacher who circles one of four possible responses referring to the frequency of certain behavioral characteristics. 50

Results of the First Kindergarten Evaluation Are Favorable.

The first evaluation of the kindergarten experience tested 317 children and showed that the kindergarten experience definitely did make a difference in the measured educational and mental development of the children who participated. In December, 1969, the children entering kindergarten scored on the TOBE at the 28th percentile on language, at the 29th percentile on social studies, at the 34th percentile on math, and at the 49th percentile on science. At the end of May, those children who had had the kindergarten experience moved to the 64th percentile on language, to the 67th percentile on social studies, to the 59th percentile on math, and to the 65th percentile on science. When the children entered kindergarten in December, the average score on the Pre-School Inventory was 46. By May the average score had increased to 57 points. This increase reflected gains in the areas of vocabulary, number concepts, perceptual-motor skills and the ability to follow directions. ⁵¹

The Second Evaluation Reinforces the First

The second evaluation differed from the first in size, scope, and emphasis. The addition of ten new centers increased the size of the test sample to 720 children and provided 178 children for the control group. Because the control group was tested in the fall, more complete correlations of results were possible. Other differences helped account for variations in results:

- 1. A full school year had elapsed as compared to six months in the previous year.
- 2. Children were younger at the start of school.
- 3. Staffs of the centers received more training and experience both in teaching and administering tests.
- 4. Some of the control group attended private or federally funded preschool programs.
- 5. Some of the centers began to group kindergarten with first, second, and third grades.

Some of the differences made evident by these changes were:

- 1. slightly lower pre-test scores of the 1970-71 group on Draw-A-Man, TOBE Language and TOBE Math;
- 2. higher gain for the 1970-71 kindergarten group; and
- 3. higher post-test scores for the 1970-71 control group.

Special emphasis was placed on results of the Classroom Behavior Inventory as an index of the gains made in the non-cognitive area and in the correlation of these gains with those made in knowledge and skills. Because there was no way to observe the control group, the results were given for the experimental group only. In two years of study, results showed that kindergarten experiences do make positive and significant differences in the non-cognitive behavior of five-year-old children and that these changes do not wash out. In other words,

children continue to make these changes after entering grade one.

In tests of knowledge and skills, the experimental group exceeded the control group in absolute scores in every case. Both the experimental and control groups started the year below the national average on all the tests; however, by the end of the school year, the experimental group had exceeded the national average on all but the Peabody Picture Vocabulary Test on which they were close to the average.

Although they increased their scores on all the tests, the control group still did not come up to the national average.

The second evaluation verified the correlation between Home Information Scores and test score gains. Children who scored the lowest made the greatest gains, but the ones with the highest scores on the Home Information Scale were still ahead of the others at the end of the year.

The year 1970-71 was the first time that follow-up testing could be done to determine the duration of benefits afforded by the kindergarten experience. The group of children available for testing had greatly diminished in size because of mobility and other factors related to equating the groups to be studied. However, the groups studied revealed that children with kindergarten experience were maintaining a reasonable average compared to national standards and were continuing to make yearly gains consistent with the previous year's results. 52

The Third Annual Evaluation Pre-Test Includes 2,286 Five-Year-Olds

The pre-test battery was given to all children in the fifty-four centers across the state, but the post-test battery was given only to a

randomly selected sample of 711 children. The post-test sample was carefully selected to reflect the total kindergarten population in race, sex, and socio-economic factors. Two hundred and seventy-seven six-year-old children were also randomly selected and tested on the Classroom Behavior Inventory and the Stanford Achievement Test. The 1971-72 kindergarten evaluation reported the following results from data collected through the Draw-A-Man, the TOBE, the Stanford Achievement Test, and the Classroom Behavior Inventory:

- 1. Based on data from the pre-and post-test administrations of the Draw-A-Man Test, children involved in the North Carolina kindergarten program gained approximately two months in mental age for every one month of involvement in the program.
- 2. On the TOBE Language, North Carolina five-year-olds progressed from a mean raw score of 16.0 (32nd percentile) at the beginning of the year to a mean raw score of 22.0 (74th percentile) on the post-test, for a gain of forty-two percentile points.
- 3. On the TOBE Math, participants advanced from a mean raw score of 16.5 (32nd percentile) to a post-test score of 21.4 (66th percentile), indicating an increase of thirty-four percentile points.
- 4. There were significant positive changes on all three subtests of the Classroom Behavior Inventory for the participating five-year-olds. From these subtests it was concluded that: children who participated in the kindergarten/early childhood program (a) show more extroverted behavior at the end of the school year than at the beginning (b) appear to be more considerate and tolerant of others at the time of post-testing than at the time of pre-testing and (c) appear to complete more initiated tasks at the end of the year than at the beginning. ⁵³

The 277 six-year-old children who were enrolled as kindergarteners the preceding year scored at or above the grade level equivalent of the national norm sample on four of the six subtests of the Stanford

Achievement Test (paragraph meaning, vocabulary, word study skills, and arithmetic). The six-year-old sample scored only one month below the national norm on the two remaining subtests (word reading and spelling) and two months above the national norm on the vocabulary subtest. The mean raw scores of the classroom Behavior Inventory indicated that the changes produced by the kindergarten experience were maintained through the first grade.

At the end of a three-year observation and evaluation period, LINC's evaluation team made the following recommendations:

- 1. That the state-supported kindergarten/early childhood program be extended to include all five-year-old children in North Carolina.
- That as the kindergarten/early childhood program is extended in the state, adequate provisions for staff development be made available for all participating staffs.
 - 3. That the design of the evaluation be changed to incorporate the evolving needs of the program.
 - 4. That the decision makers review the currently used instruments with the program personnel to ensure that they are adequately measuring changes that are occurring.
 - 5. That changes in teachers are followed by changes in children and that these changes should be observed for further analysis.
 - 6. That the assessment battery utilized by the teachers should be continued for all children, but sampling techniques need to be used for data analysis, thus conserving some resources for evaluation and documentation of other aspects of the project. 54

Fourth Evaluation Design is Expanded

which was used in previous evaluations was used in the 1972-73

evaluation. Some changes occurred regarding modifications of specific instruments. For example, the Classroom Behavior Inventory was modified by its author, Dr. Earl S. Schaefer, from a sixty-item inventory to an eighteen-item inventory. Also, the original battery included all five TOBE subtests but was modified the second year of the program to include only the language and mathematics subtests.

The original evaluation design had two purposes: (1) to provide information for the state's decision-makers about the effectiveness of the program for five-year-old children; and (2) to provide information for classroom teachers for making decisions concerning the skills and needs of individual children. Throughout all three annual evaluations, data was collected for every child in the program at the beginning of each of the three pilot years. At the end of each year, data was collected from children in a random sampling of the classrooms.

As the pilot kindergarten program progressed, it became evident to the evaluators that the desirability of kindergarten for children was no longer the main issue, and a concern to justify the existence of kindergartens was replaced by a concern to research the factors which contribute to quality kindergarten experiences for young children. Early data indicated that, taken as a whole, children participating in the kindergarten program do make great gains during the year; however, data analysis indicates that some children make significantly larger gains than others. In some instances, greater gains can be attributed to one classroom. Or, within specific

classrooms, higher changes are evidenced on particular measures, such as the TOBE or the Classroom Behavior Inventory.

Therefore, in 1972-73 the evaluation design was expanded to include data from the teachers and the classroom environments in an effort to determine if relationships exist between the achievement gains of children and the learning environments as established by the teacher. The four instruments introduced for this purpose were the Teacher Beliefs Survey, the Walberg-Thomas Classroom Observation Scale, the Walberg-Thomas Teacher Questionnaire, and the LINC Classroom Observation Scale. The following conclusions were reported in the fourth annual evaluation:

- 1. Based on the data from the pre- and post-test administrations of the Draw-A-Man Test, it was concluded that children involved in the North Carolina kindergarten program will gain approximately two months in mental age for every one month of involvement in the program.
- 2. The available data also indicated that children made larger yearly gains during the two years prior to the fourth evaluation than during the first two years of the program. Factors which contributed to this conclusion were (a) greater sophistication in administering the test due to better instruction during the summer institutes from LINC staff and (b) better overall staff development via the summer institutes and follow-up training sessions.
 - 3. Five-year-old children who participated in the North Carolina kindergarten/early childhood program for the 1972-73 school year progressed from a mean raw score of 16.7 (37th percentile) on the TOBE Language at the beginning of the year to a mean raw score of 22.4 (76th percentile) in the post-test for a gain of thirty-nine percentile points.
 - 4. The participating five-year-olds advanced from a mean raw score of 16.8 (34th percentile) on the TOBE Mathematics pre-test to a post-test score of 21.6 (68th percentile), indicating an increase of thirty-four percentile points.

- 5. Greater gains were realized on the language subtest for three of the four years of the pilot study than on the mathematics subtest.
- 6. At the end of the school year, participating children scored in the upper one third of the national percentile rankings on both the language and mathematics subtests for the last two years of the pilot program.
- 7. It was observed that there was significant positive change on all three subscales of the Classroom Behavior Inventory for the participating five-year-old students. It was therefore concluded that participants in the fourth year of the kindergarten program (a) showed more extroverted behavior (this is to be interpreted as less introverted, i.e. shy, withdrawn) at the end of the year than at the beginning; (b) appeared to be more considerate and tolerant of others at the time of post-testing than at pre-testing; and (c) appeared to complete more initiated tasks at the end of the year than at the beginning. 55

The 753 children studied were grouped according to the type of teacher they had during the 1972-73 school year: (a) child-centered classroom teacher, (b) restricted classroom teacher, or (c) not labeled at the time of study. Warning that conclusions were based on mean changes only, with no adjustments made for intelligence or preschool achievement, the researchers drew the following conclusions:

- The children taught by the Group A teachers indicated the greatest positive changes on the TOBE Language and Mathematics subtests.
- 2. The children of both Group B and C teachers appear to have made similar changes on both subtests with the greater changes on the language subtest.
- 3. The children of the Group B teachers made the greatest positive change on the Extroversion/Introversion subscale, and the children of Group C teachers made the least change. Children in all three groups made positive changes.

- 4. On the Social Behavior subscale, the children of Group A and Group B teachers had positive changes with Group B having the greatest change. Scores for Group C children indicated a loss on this subscale.
- 5. Scores on the Task Orientation subscale indicated that all changes were in a positive direction. Group B children's scores indicated the greatest change and Group C children's scores indicated the least change.
- 6. The children of the Group B teachers made the greatest positive changes on all three subscales of the non-cognitive measures.
- 7. The scores of the children of Group C teachers indicated that these children made the least achievement and noncognitive gains of the children included in the study. 56

Research and Evaluation Efforts Continue

In 1973-74 the Division of Research of the State Department of Public Instruction assumed responsibility for the annual evaluations of the kindergarten program. It has been anticipated that as the kindergarten program expands to include all of North Carolina's five-year-olds, the evaluation design will be modified to accommodate small samples and special studies so that a major portion of resources might be conserved for research and development.

CONCLUSION

With the ending of the 1973-74 school year, the North Carolina pilot kindergarten program is completed, and statewide public kindergartens are a reality in North Carolina. The 1973 General Assembly appropriated 12.3 million dollars for the 696 kindergarten classes operating this year. By September of 1978 a state-supported kindergarten will be available for every five-year-old. 57

Legislators, educators, parents, and many interested citizens have laid the foundations and made the major breakthroughs which are responsible for some very significant changes in early childhood education and, more important, in children. The program philosophy has served as a catalytic force in pushing the many differences among educators to the surface where they can and must be dealt with. It is hoped that the North Carolina kindergarten program will continue to provide educators, and all people interested in children, the opportunity to discuss vital educational issues in a healthy atmosphere of mutual concern so that the best possible education can be provided for the children in the state of North Carolina.

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APPENDIX A

STATE LAW WHICH ALLOWED FOR THE ESTABLISHMENT OF
STATE KINDERGARTENS, 1969

HOUSE BILL 109

CHAPTER 1213

AN ACT TO AUTHORIZE THE STATE BOARD OF EDUCATION TO ESTABLISH A KINDERGARTEN PROGRAM FOR FIVE-YEAR-OLDS.

WHEREAS, the kindergarten is recognized in American education as an essential prerequisite to success in the first grade and the early years of formal education; and

WHEREAS, there is a direct relationship between failure in the initial years of formal education and the high percentage of drop-outs in our public school systems; and

WHEREAS, it is believed that cooperation between the school and the home in the early years of education may substantially enhance the learning capabilities of children;

NOW, THEREFORE,

The General Assembly of North Carolina do enact:

Section 1. A new section, to be designated G.S. 115-198.1, is hereby added immediately following G.S. 115-198 and immediately preceding G.S. 115-199 to read as follows:

"Sec. 115-198.1. State Kindergarten Program. The State Board of Education shall initiate in each of the eight educational districts, as defined in G.S. 115-3, a State public kindergarten program for five-year-olds in as many schools and for as many pupils as funds appropriated for this purpose will permit. The kindergarten program shall be operated and administered in accordance with rules and regulations adopted by the State Board, upon the recommendation of the State Superintendent of Public Instruction.

Funds appropriated for this program may be used to implement the following objectives:

- (a) To provide for the establishment and operation of public kindergarten programs.
- (b) To stimulate the establishment of educational technology programs in the area of early childhood education in the State teacher training institutions and in the community colleges.

- (c) To provide scholarships and grants-in-aid to teachers to permit their attendance at schools and workshops offering instruction in kindergarten education.
- (d) To provide services in the Department of Public Instruction in Kindergarten education in order that the Department might provide guidance and direction to the program and develop appropriate standards of instruction for all kindergarten programs operating within the State."
- Sec. 2. G.S. 115-6(1) is amended by adding at the end on line four the following:

"and which may have a kindergarten or other early childhood program;"

Sec. 3. G.S. 115-38 is rewritten as follows:

"Sec. 115-38. <u>Kindergartens</u>. County and city boards of education may provide for their respective administrative units, or for any district in a county administrative unit, kindergartens as a part of the public school system and may operate them from any funds available to the board for this purpose.

Any kindergarten program that shall be established or any kindergarten program now being operated shall be subject to the supervision of the State Department of Public Instruction and shall be operated in accordance with standards adopted by the State Board of Education."

Sec. 4. G.S. 115-162 is amended by adding the following paragraph at the end:

"Children are entitled to enroll in kindergarten programs in the public schools if they have passed the fifth anniversary of their birth before October 15 of the year in which they enroll and if they have presented themselves for enrollment during the first month of the school year. The State Board of Education may change the October 15 date if it deems necessary."

Sec. 5. G.S. 115-79 is amended by adding the following words at the end of line 4:

"or for any other item for which State appropriations are authorized."

Sec. 6. All laws and clauses of laws in conflict with this Act are hereby repealed.

Sec. 7. This Act shall become effective upon its ratification.

In the General Assembly read three times and ratified, this the 1st day of July, 1969.

APPENDIX B

CRITERIA FOR DEMONSTRATION CENTERS

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CRITERIA FOR DEMONSTRATION CENTERS

- 1. A commitment of the school board, school administration, and the school staff to develop and operate a unique and creative program, based on the needs of young children, in a Demonstration Center.
 - A. Recognition of the fact that the Center located in their community is a part of a state-wide network of such Centers.
 - B. A willingness to work cooperatively with personnel from outside the school system, including personnel from the Department of Public Instruction, the Learning Institute of North Carolina, and institutions of higher education, in program development, implementation and evaluation.
 - C. The identification and training (pre-service and inservice) professional and para-professional personnel in cooperation with teacher training institutions, high schools, community colleges, and other institutions and agencies.

2. Personnel Considerations

- A. A school principal who is willing and able to direct the various functions of the Demonstration Centers.
 - B. A teaching staff that meets the following qualifications:
 - 1) Have training and/or experience in early childhood education.
 - 2) Are prepared to plan with other teachers (individuals and groups) to implement the various functions of training, parent involvement, evaluation and dissemination of information.
 - 3) Are willing to work in a non-graded, continuous progress school program.
 - C. The provision of a staff that is balanced ethnically (administrators, teachers and service personnel).
 - D. The provision of special service personnel (food, transportation, art, music, health, etc.) as needed, to the program of the Demonstration Centers.

3. Facility Considerations

- A. A school building with space for 40 to 120 five-year-old children. This might be a separate primary unit, or it might be part of an elementary school.
- B. Involvement of the Division of School Planning in renovating and furnishing kindergarten rooms.
 - C. Provision of observational facilities large enough to serve reasonable pre-service and in-service training functions.
 - D. Appropriate space for adult conferences and classes.
 - E. Adequate and well-equipped outdoor areas.

4. School Population Considerations

- A. Stable (non-transient) community population in order to insure that a high percentage of children entering kindergarten will remain for at least four years.
- B. Pupil enrollment that represents a true socio-economic cross section of the administrative unit. (Some of the Centers will be located in rural areas, some in small towns, and some in urban areas.) (18, p.93)

APPENDIX C

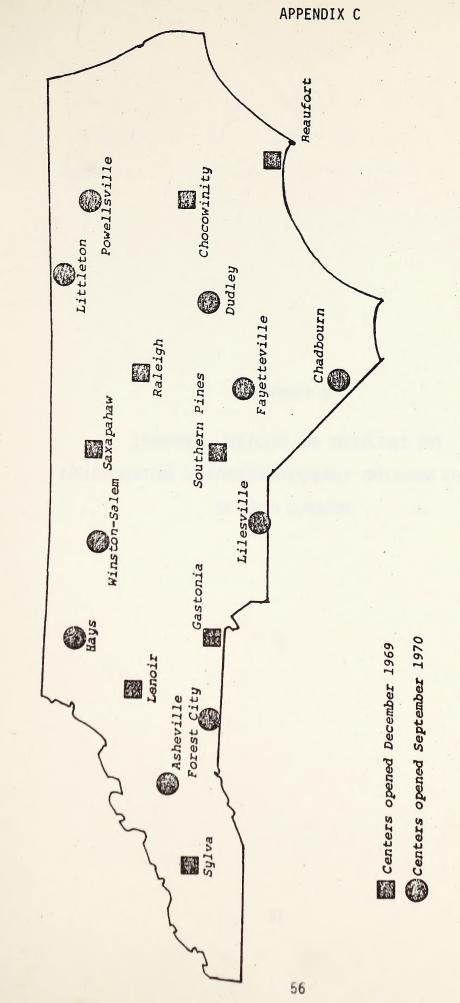
STATE-SUPPORTED KINDERGARTEN/EARLY CHILDHOOD

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APPENDIX D

STANDARDS, POLICIES AND GUIDELINES FOR

IMPLEMENTATION OF KINDERGARTEN/EARLY CHILDHOOD EDUCATION

IN NORTH CAROLINA

ALECTOR I

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STANDARDS, POLICIES AND GUIDELINES FOR IMPLEMENTATION OF KINDERGARTEN-EARLY CHILDHOOD EDUCATION IN NORTH CAROLINA Adopted by the State Board of Education June 1, 1973

In accordance with the provisions of Article 45, Chapter 115 of the General Statutes of North Carolina, and upon the recommendation of the State Superintendent of Public Instruction, the following standards, policies, and guidelines are hereby adopted by the State Board of Education for the implementation of Kindergarten-Early Childhood Education programs.

I. PURPOSES

- A. Develop and implement an educational program involving five-year-olds as an integral part of effective educational programs for young children, ages 5-8.
- B. Provide effective services in screening, diagnosing, and correcting any deficiencies and handicaps which prohibit normal growth and development.
- C. Create an environment in which personalized learning in a continuous progress program is successful for every child.
- D. Develop effective training programs for professional and para-professional personnel.
- E. Directly involve parents in the development and implementation of such programs.
- F. Provide for inter-agency (regional agencies, health, and social services) collaboration and cooperation in serving the needs of young children.
- G. Develop appropriate evaluation programs.
- H. Disseminate information about the program.

II. ADMINISTRATIVE RELATIONSHIPS, RESPONSIBILITIES, AND PROCEDURES

A. To be eligible for financial support from the State, the program must be administered and supervised by a county or city board of education.

- B. "Beginning with the school year 1978-79, in accordance with the provisions of G.S. 115-358, any child who has passed the fifth anniversary of his birth before October fifteenth of the year in which he enrolls shall be eligible for enrollment in kindergarten." (Article 45, Chapter 115)
- C. For school year 1973-74, each administrative unit will be allocated sufficient resources to operate a minimum of two kindergarten classes composed of 23 children if possible, with a maximum which conforms to the class size legislation (26 maximum). Each subsequent year, beginning with 1974-75, each administrative unit will receive sufficient funds for at least one additional class until its eligible children are enrolled, provided the funds are available.
- D. Each administrative unit shall submit a plan for the operation of a Kindergarten-Early Childhood program to the State Superintendent. The plan should include provisions for the following:
- (1) Organization of the program, ages 5-8
 - (2) Process for selecting participants
 - (3) Locations of centers
 - (4) Plans for providing staff development
 - (5) Evaluation procedures

Those administrative units which do not elect to participate in the program should notify the State Superintendent by July 1, 1973, and each subsequent year thereafter and relinquish their funds to be re-allocated.

- E. Experimental studies suggest that there should be at least two kindergarten classes within a primary school.
- F. The length of day for five-year-olds shall be comparable to the length of day for six, seven, and eight-year-olds. Any exception to this should be requested in writing to the State Superintendent for approval by the State Board of Education.
- G. The compulsory attendance law does not apply to fiveyear olds.

III. SELECTION OF CHILDREN

- A. Appropriate criteria and procedures shall be established by local boards of education before the selection of children begins. The following factors should be considered:
 - 1. The local boards of education shall identify <u>all</u> eligible five-year-old children in their school system. This list should include name, birth date, and other pertinent information related to enrollment into kindergarten.
 - 2. When selecting children, local boards of education should consider the availability and location of facilities, the number of eligible children, the transportation system available, appropriate birth date groupings, and other pertinent educational data.
 - 3. A total of 20 to 26 five-year-old children should be selected for each class allocated.
 - 4. The selection of children shall be made in a non-discriminatory manner.
 - 5. All eligible five-year-old children shall be included in the selection process rather than <u>only</u> those who make application.
 - 6. Selection shall not be made on a first-come, first-served basis.
 - 7. An attempt shall be made to select each class group heterogeneously.
 - 8. Every means possible should be used to announce that kindergarten will be available in selected schools.
 - 9. The selection of children must be in accordance with the Civil Rights Act and ESEA Title I Regulations and Program Directives.
 - 10. Exceptional children should be included in the selection process.

IV. STAFFING

A. A teacher and a teacher assistant (aide) shall be employed full-time for each class.

- B. Kindergarten teachers shall be employed under the same terms and conditions as other full-time State-allotted teachers.
- C. Each teacher employed in the kindergarten program should hold as a minimum a primary certificate or an early child-hood certificate. If they do not hold an early childhood certificate, they should be working toward same at the rate of six or more semester hours per year.
- D. One teacher assistant (aide) to work with each kindergarten teacher shall meet local board standards and be compensated according to local board policy and within available funds.
- E. Teachers and aides shall be expected to attend appropriate institutes and other training programs which are offered for their improvement.
- F. Employment of teachers and teacher aides shall be in accordance with the Civil Rights Act.

V. SCHOOL FACILITIES

- A. The kindergarten program should be housed as part of a primary or elementary school.
- B. Each administrative unit should provide toilets and storage space that are easily accessible. Classrooms with 1200 to 1500 square feet, their own restroom facilities and work counters with wash basins are recommended with guidelines of the Division of School Planning.
- C. The Division of School Planning should be involved in major renovations of kindergarten rooms.
- D. Adequate and well-equipped outdoor areas should be provided.

VI. RESEARCH, EVALUATION AND STAFF DEVELOPMENT

Continuing research, evaluation, and staff development are integral parts of the Kindergarten-Early Childhood Program.

A. The State Agency will establish an ad hoc advisory committee to assist in determining the types of research and evaluation that should become a part of the K-ECE Program.

- B. The State Agency shall coordinate, in cooperation with local administrative units, appropriate research and development aspects to continue the improvement of programs.
- C. Other research efforts should be coordinated by the State Department of Public Instruction. (This includes universities, foundations, non-profit organizations, and individuals.)
- D. Local unit administrators should make provision for staff members to participate in K-ECE staff development activities conducted under the direction of the State Department of Public Instruction and/or local staff development programs. The Division of Early Childhood Education, State Department of Public Instruction, will cooperate with administrative units in organizing and conducting workshops for administrators, teachers, and aides.

 Announcements of such staff development plans will be made by June 1, 1973, and each subsequent year thereafter.
- E. All research and evaluation conducted by the State Department of Public Instruction will be coordinated by the Division of Research in cooperation with the Division of Early Childhood Education.

VII. SUPPORT SERVICES

Comprehensive support services requiring the participation of available health, social services, and psychological service agencies should be a part of every kindergarten program.

- A. A system of permanent records shall be established initially for every child, and such records shall become a part of the school records system.
- B. During the first year of entry into the public schools, health and psychological screening shall be utilized (school health services, school psychological services, school social services) to insure proper individualized program development.
- C. Should difficulties interfering with sound educational/
 social development of any child be encountered, proper
 referral (cooperative interagency programs and school
 based services) for action should be carried out immediately.
 - D. All support services within the school (cafeteria, library, etc.) should be made available to participants on the same basis as for all other students.

VIII. ADMINISTRATIVE AND CONSULTANT SERVICES

The implementation of these guidelines is under the direction of the State Board of Education through the Department of Public Instruction and its Division of Kindergarten-Early Childhood Education.

IX. TITLE I, ESEA

A. Administrative units which establish one or more kindergarten classes with Title I funds and one or more kindergarten classes with State and/or local funds must comply with Federal regulations and program directives relative to supplanting and comparability. In such instances, State-funded kindergarten programs must, as a minimum, serve proportionate numbers of students living in project areas and non-project areas.

The percent of five-year-old children, residing in the Title I project areas, to be served by the State kinder-garten program shall be at least equal to the percent that these children represent of the total five-year-old population in the local administrative unit.

After such provisions are made, Title I funds can be utilized to provide Title I kindergarten programs.

B. School administrative units which do not elect to participate in the State-funded kindergarten program may not fund kindergarten programs from Title I sources.

X. FISCAL AFFAIRS

- A. A sum total of \$12,293,784 will be allocated to the 152 administrative units for the purpose of operating and administering kindergartens. This allocation will be based on the Average Daily Membership for the best continuous three out of the first four school months of pupils in the first grade for fiscal year 1972-73.
- B. Within the ADM allocation, provisions shall be made to provide funds for a minimum of two kindergarten classes in each administrative unit. Based on the ADM allocation and the proviso of a minimum of two classes in each administrative unit, a detail of the approved allocation to each unit is attached. The funds required for two classes are allotted on a standard budget of \$17,942.30 per class in accordance with the Standard Budget attached and made a part of this document by reference thereto.

- C. A county and city board of education, subject to the approval of the State Board of Education, may elect not to establish and maintain a kindergarten program. In this situation, within the discretion of the State Board of Education, the funds may be allocated to a county or city board of education which will operate a kindergarten.
- D. Funds allocated to the administrative units which remain after meeting requirements of Sections II-C and X-B, may be supplemented by local funds and/or other non-State funds in order to provide one additional standard class.
- E. If local or other funds are not available for supplementing State funds in order to establish an additional standard class, the local unit shall advise the Controller, State Board of Education, of the amount of State funds unused under the adopted standards contained herein in order that the allocation of these funds can be withdrawn by the amount remaining. The funds returned from the various units will be available to the State Board of Education for re-allocation, in its discretion, for the operation of additional kindergarten classes on the basis of criteria to be developed and recommended by the State Superintendent and approved by the Board.
- F. A separate allocation, over and above the ADM allocation, will be made at the rate of \$156 per annum for Hospitalization Insurance and \$36 per annum for Disability Insurance for each eligible full-time teacher and aide.
 - G. A separate allocation, over and above the ADM allocation, will be made at the rate of \$250 per annum for each kindergarten teacher who has either an A-13 or a G-14 Certificate Rating.
 - H. Each unit will submit two copies of a proposed budget to the Department of Public Instruction, Division of Kindergarten-Early Childhood Education for approval. The budget should include the total proposed expenditures for the total number of classes and students to be served in accordance with the standards provided in Sections II-C and X-B. Upon approval by the Department of Public Instruction, one copy of the approved budget shall be transmitted to the State Board of Education, Division of Auditing and Accounting.

- I. Transfer of funds within the standard budget may be allowed upon request by the units and approval by the State Department of Public Instruction, Division of Kindergarten-Early Childhood Education, except for funds allotted for Hospitalization and Disability Insurance. A copy of approved budget revisions shall be transmitted to the State Board of Education, Division of Auditing and Accounting.
- J. The State Department of Public Instruction shall have responsibility for performing an evaluation and assessment of the Kindergarten Program. In order to provide funds for financing this service at the State level, the State Superintendent shall secure approval of the State Board of Education of the amount. The Controller will advise each administrative unit of its pro-rata share of cost. Each administrative unit will draw a voucher for the invoiced amount, payable to the State Board of Education, and transmit this voucher to the Controller for deposit to the credit of the State Treasurer.
- K. The State Department of Public Instruction shall have responsibility for performing an orientation and inservice training program. In order to provide funds for financing this service at the State level, the State Superintendent shall secure approval of the State Board of Education in the amount. The Controller will advise each administrative unit of its pro-rata share of cost. Each administrative unit will draw a voucher for the invoiced amount, payable to the State Board of Education, and transmit this voucher to the Controller for deposit to the credit of the State Treasurer.
- L. State-level budgets for the use of funds referred to in Sections J and K above, both as to requirements and estimated receipts, shall be approved by the Board, subject to the approval of the Budget Division of the Department of Administration.

APPENDIX E

PROPOSED BUDGET FOR ONE CLASS OF KINDERGARTEN CHILDREN

KINDERGARTEN PROGRAM

1973-74

PROPOSED BUDGET FOR ONE CLASS OF 23 KINDERGARTEN CHILDREN

Standard Budget	for One Class	
672.01	Salaries and Wages	\$12,875.00
	a) Kindergarten teachers (1 @ \$9,515)	
	b) Non-Professional (1 @ \$3,360)	
672.02	Matching Retirement	1,152.00
672.03	Matching Social Security	753.00
672.04	Employer's Hospitalization cost \$156 per full-time employee (allocated separately at a later date)	
672.05	Employer's Wage Continuation cost @ \$36.00 (to be allocated separately at a later date)	
672.06	<pre>Instruction Materials (books, paper, toys, classroom supplies, manipulative materials and equipment)</pre>	1,120.00
672.07	Travel	352.30
672.08	Orientation and In-service Training and Consultant Services (Workshops for kindergarten teachers continuing in-service training for K-3 teachers, subsistence and parental conferences.)	755.00
672.09	Evaluation and Assessment	107.00
672.10	Transportation (\$36.00 per pupil)	828.00
	TOTAL	\$17,942.30

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APPENDIX F

TEACHER AND CLASSROOM ENVIRONMENT INSTRUMENTS

USED IN THE 1972-73 EVALUATION

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LEARNING INSTITUTE OF NORTH CAROLINA

TEACHER BELIEFS SURVEY (TBS) - Form 1

Adapted by
David Kingsley*

DO NOT WRITE OR MARK ON THIS BOOKLET

INSTRUCTIONS TO EXAMINEES:

The Teacher Beliefs Survey is used for research purposes only in the investigation of teacher beliefs about the teaching-learning process. It is not used for the evaluation of individuals. THERE ARE NO RIGHT ANSWERS. Your responses should reflect what you usually think or how you usually feel. This survey is machine scored. It will be necessary to use a number two lead percil. You will respond to each statement on the answer sheet using the following six point scale:

Strongly Mildly Mildly Strongly Agree Agree Disagree Disagree Disagree

In responding to a statement, first decide whether you agree or disagree. Then mark the response which best identifies the degree of your agreement or disagreement. If this is hard for you to determine, mark either mildly agree or mildly disagree. Work as rapidly as you can. Start as soon as you are given instructions.

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^{*} For the official use of the Learning Institute of North Carolina, 1971. Adapted from "Dimensions of Teacher Beliefs about the Teaching Process," Wehling, Leslie, J. and Charters, W.W. Jr., AERA JOURNAL, January, 1969.

- 1. Children learn best in an atmosphere filled with love and emotional support.
- 2. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.
- 3. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.
- 4. The essential function of junior high school courses lies in their preparing pupils for later courses.
- 5. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.
- 6. Pupils respect teachers who stand firm on their convictions.
- 7. In planning their work teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.
- 8. The structure of a field of knowledge is intrinsically interesting to pupils when it is clearly taught.
- 9. Pupils do their best work when they know exactly what to expect from day to day.
- 10. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.
- 11. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.
- 12. Children need and should have more supervision and discipline than they usually get.
- 13. There is too great an emphasis on keeping order in the classroom.
- 14. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.
- 15. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.
- 16. The over-all plan of education suffers when teachers depart substantially from the subject outlined.

- 17. A properly motivated group of mature students might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.
- 18. Pupils learn best when permitted to set their own pace in doing the work.
- 19. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.
- 20. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each pupil sees it.
- 21. Pupils respect teachers who expect them to work hard in school.
- 22. Time to choose freely their own activity during the school day is a must for pupil morale.
- 23. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.
- 24. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.
- 25. The pupil's knowledge is best developed when teachers interrelate facts and figures from many different subject fields.
- 26. Pupil failure is averted when mastery of subject matter is the prime requisite for promotion.
- 27. Teaching of specific skills and factual subject matter is the most important function of the school.
- 28. The goals of education should be directed by children's interests and needs as well as by the larger demands of society.
- 29. A firm hand by the teacher promotes emotional security for pupils.
- 30. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.
- 31. Pupils frequently learn much more under their own initiative than they do under teacher direction.

- 32. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.
- 33. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.
- 34. Teachers who do not like pupils will usually decide on and plan lessons along rather than use pupil participation.
- 35. The curriculum consists of subject matter to be learned and skills to be acquired.
- 36. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.
- 37. In teaching it is quite essential to cover the material in the course of study.
- 38. The deep interest which pupils sometimes develop in one subject can be valuable to them, but only if teachers succeed in broadening their perspectives across subject matter boundaries.
- 39. The completion of any worthwhile task in education requires hard work on the part of pupils.
- 40. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.
- 41. The attitudes learned by a student are often the most important result of a lesson or unit.
- 42. Learning is essentially a process of increasing one's store of information about various fields of knowledge.
- 43. Pupils must be kept busy or they soon get into trouble.
- 44. The most important thing a teacher can do to set the stage for learning is to discover the interests of students.
- 45. Students who misbehave or do not learn are generally children who need more love.
- 46. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.
- 47. When giving a choice of activity, pupils generally select what is best for them.

- 48. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.
- 49. Pupils gain more satisfaction from doing a difficult task well than any other achievement.
- 50. Children should be given more freedom in the classroom than they usually get.
- 51. The pupil's impression of the teacher's personality greatly influences what he learns.
- 52. Teachers must set definite items aside to show pupils the relationships between their subject and the overall goal of education.
- 53. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.
- 54. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.
- 55. The use of sarcasm by the teacher can accomplish nothing but emotional harm for the pupil.
- 56. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.
- 57. Pupils never really understand a subject until they can relate what they have learned to the broader problems of the world.
- 58. Good rapport with pupils is maintained by the teacher wno always finds time to help individuals with special problems.
- 59. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.
- 60. Skills should not be taught in a uniform manner to all children.
- 61. Teachers take themselves too seriously.
- 62. Teachers can be effective without diagnosing individual students.

- 63. Even with its difficulties, teaching is very rewarding.
- 64. All children learn in the same manner.
- 65. Teachers need the skills to identify learning styles in students.
- 66. Teachers are the molders of society.
- 67. A given child does not have multiple styles of learning.
- 68. It is best to rely on the textbook when teaching a class of children.
- 69. Learning should usually be facilitated by the use of manipulative materials.
- 70. Teaching stifles the teacher's ambition.
- 71. It is not necessary in effective teaching to use many different areas of student interest.

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72. Teaching is usually a monotonous job.

checonican see sort-merel east terminer

School	Teacher	Ball Stole of Copyright
Classroom	Date	

QUESTIONNAIRE*

<u>Instructions</u>. For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "l"; if it is very minimally true, choose "2", if the statement general describes your classroom, choose "3"; and if it is absolutely true, choose "4".

		strongly <u>disagree</u>	disagree	agree	strongly agree
1.	Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2.	Each child has a space for his/her personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3.	Materials are kept out of the way until they are distributed or used under my direction.	Star preside	2	3	4
4.	Many different activities go on simultaneously.	1	2	3	4
5.	Children are expected to do their own work without getting help from other children.	1	2	3	4
6.	Manipulative materials are supplied in great diversity and range, with little replication.		2	3	4
7.	The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4
8.	Children work individually and in small groups at various activities.	1	2	3	4
9.	Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10.	Children are not supposed to move about the room without asking permission.	1	2	3	4
11.	Desks are arranged so that every child can see the blackboard or teacher from his/her desk.	TE politica	2	3	4

^{*}From H. J. Walberg and S. C. Thomas, <u>Characteristics of Open Education</u>: <u>Toward an Operational Definition</u> (Newton, Massachusetts: TDR Associates), May 1971.

		strongly disagree	disagree	agree	strongly agree
12.	The environment includes materials I have developed.	1	2	3	4
13.	Common environmental materials are provided.	1	2	3	4
14.	Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
15.	Our program includes use of the neighborhood.	l l	2	3	4
16.	Children use "books" written by their classmates as part of their reading and reference materials.	1	2	13	4
17.	I prefer that children not talk when they are supposed to be working.	1	2	3	4
18.	Children voluntarily group and regroup themselves.	1	2	3	4
19.	The environment includes materials developed or supplied by the children.	Total	2	3	4
20.	I plan and schedule the children's activities through the day.		2	3	4
21.	I make sure children use materials only as instructed.	1	2	3	4 4 4
22.	I group children for lessons directed at specific needs.	1	2	3	4
23.	Children work directly with manipulative materials.	1	2	3	4
24.	Materials are readily accessible to the children.	en prison	2	3	4
25.	I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	yerna täri Vi sacsus. 1	2	3	4
	on the state of the second				

Sch	001	0bserver	· Pa		
C1a	ssroom	Date			
Tea	cher				
	CLASSROOM OBSERVATION	RATING-SCA	LE*		Strong
			Weak infrequent	Moderate occasional	frequen
1.	Teacher uses test results to group children for reading and/or math.		2	3	4
2.	Children expect the teacher to correct all their work.	1 1	2	3	4
3.	Teacher bases her instruction on each individual child, and his/her interaction with materials and equipment.	rolemento estata pi	2	3	4
4.	Teacher gives children tests to find out what they know.	1/1/105	2	3	4
5.	The emotional climate is warm and accepting.	•	2	3	4
6.	The work children do is divided into subject matter areas.	1	2	3	4
7.	The teacher's lessons and assignments are given to the class as a whole.	1	2	3	4
8.	To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions.	1	2	3	4
9.	Teacher bases her instruction on curriculum guides or text books for the grade level she teaches.		2	3	4
0.	Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.		2	3	4

Teacher has children for a period of

The class operates within clear guidelines made explicit.

11.

12.

just one year.

^{*}From H. J. Walberg and S. C. Thomas, <u>Characteristics of Open Education</u>: <u>Toward an Operational Definition</u> (Newton, Mass.: TDR Associates), May 1971.

					00% 2 BE 5
	CANALA CONTRA	No <u>evidence</u>	Weak infrequent	Moderate occasional	Strong frequent evidence
13.	Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.	- 1	2	3	4
14.	Children's activities, products and ideas are reflected abundantly about the classroom.		2		
15.	The teacher is in charge.	1	2	3	4
16.	Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his/her particular activity.	1		restant end. The leak v	bull
17.	The children spontaneously look at and discuss each other's work.	n ione eta	2	3	4
18.	Teacher uses tests to evaluate children and rate them in comparison to their peers.	_	2	- Every dis	ook .
19.	Teacher uses assistance of someone in a supportive, advisory capacity.				
20.	Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do.			The second secon	
21.	Teacher has helpful colleagues with whom she discusses teaching.	The Take	2	ous costbe	4
22.	Teacher keeps a collection of each child's work for use in evaluating his/her development.	1 02	2	3	4
23.	Teacher views evaluation as information to guide her instruction and provisioning for the classroom.		2		
24.	Academic achievement is the teacher's top priority for the children.	bo nee g	2	3 14 3 14 3 14 3 14 3 14 3 14 3 14 3 14	4
25.	Children are deeply involved in what they are doing.	1 TE 1	2	3	

LINC CLASSROOM OBSERVATION SCALE

Teacher's Name				
Teacher Code	Grade Level			
THE SECRETARY OF THE STREET	(If multiage,	give grades combined or ages.		
Date of Observation		artigly or a days Standard Royales		
Check as appropriate:	_1 = P R E	2=POST		
in Plant Eldellerg are a span		de cerero ceaso so		
District	Center N	umber		
School Name				

OBSERVER'S COMMENTS:

MI	Reference mate teacher and pu atlases, suppl	ementary text	s, supplement	tary books, et	c.)
	A	. В	С	D	4 or more types
	O types	B 1 type	2 types	3 types	4 or more types
	value judgme player is on	y both teacher a nt, but make you the top of a cas not available as are in a cabin ther first grade	binet, closed,	it could probabl	y be assumed : or. if the
M2	classroom for	globes and ot use by both t	eacher and p	upirs.	in the
	Α	B 1 type	C	D	E 4 or more types
	0 types	1 type	2 types	3 types	4 or more types
		models" This c			
М3	available for	materials such use by both t tudent work.)	n as charts, teacher and p	games, and ot oupils. (Note	her aids, are : this does
	Д	В	С	D	E 4 or more types
	0 types	B T type	2 types	3 types	4 or more types
M 4	Newspapers, mare available	nagazines, cat e in classroom	alogues, tele for use by t	ephone directo both teacher a	ries, etc., nd pupils.
	Α	В	C	D	E 4 or more types
	0 types	1 type	C 2 types	3 types	4 or more types
M5	Pupils' work	is on display	•		
	٨	R	С	D	E
	0 displa	ays 1 display	2 displays	3 displays	E 4 or more display
M6	by both teac	materials are her and pupils			
	А	В	C	D	E 4 or more type
	[Definition: such as fi	"audio-visual ma lmstrips, 16mm f	terials" By ilm, tape recor	this we mean phy der, record play	sical equipment, er, etc.]

80

USE OF INTRA-CLASS GROUPING*

11	The physical	arrangement	of	the	room	allows	for	varying	kinds
	of activity.								

A	В	C	D	E
ltype	2 types	3 types	4 types	5 or more types

[Definition: "varying kinds of activity" -- individual, partner, small groups (3-4), large groups (more than 4 but less than entire class), entire class; examples would be a rug area for reading groups or relaxed reading, two desks together for partner work, a table or desks pushed together to form a table-like arrangement, chairs in circle or semi-circle, etc.]

12 Groupings change.

A	C	E
0 change	l change	2 changes

[Definition: "groupings change" -- By this is meant that the actual construction of the groups changes; e.g., 3 children in one group mix with 6 children in another group forming two new groups, individual work changes to small group and large group work, etc.

13 Pupils help each other with work.

A	В	C	D	E
0-10%	11-20%	21-30%	31-40%	more than 40%
of class				of the class

14 Teacher maintains check on progress of class by moving among groups.

A	В	С	D	Ē
0-20%	21-40%	41-60%	61-80%	more than 80% of
groups reached				groups reached

15 Pupils move freely about the room.

^{*}A group may consist of as few as one or as many as the whole class.

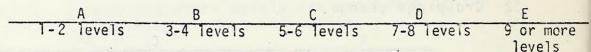
DIFFERENTIATING ASSIGNMENTS

Dl Pupils have individual assignments.

_	. А	В	С	D	E
	0-20%	21-40%	41-60%	61-80%	80-100%
	of class	1977			of class

[Definition: "individual assignments" -- We don't really expect that each individual will have a different assignment, but rather that the assignment will be tailored to the individual; evidence of this would be individual folders, individual cards, contracts, etc.]

D2 Pupils use materials at different levels of difficulty.



[Definition: "levels" -- This does not necessarily imply that students are in 9 or more books, but rather that they are at 9 or more levels within differing books; e.g., one student on page 2 in a given book and another student on page 50 in the same book would count as two levels.]

D3. Pupils receive individual assistance from teacher or aide.

A	В	C	D	E
0-10% of class	11-20%	21-30%	31-40%	more than 40% of the class

D4 Pupils do enrichment (broadening, horizontal) work.

Α	В	C	D	E
0-10%	11-15%	16-20%	21-25%	more than 25%
 of class				of the class

[Definition: "enrichment" -- This implies that the students are doing work on their own levels which will broaden their knowledge at these levels rather than extend them into more difficult work; contrast with accelerate.]

D5 Pupil participation is active and purposeful as indicated by pupil involvement in work.

Α	В	C	D	E
0-20% of class	21-40%	21-60%	61-80%	81-100% of class

S1 Groups, independent of direct supervision (IDS), are employed.

A	В	С	D	E	
 0 groups	1 group	2 groups	3 groups	4 or more	Г
		*		groups	

[Definition: "IDS" -- This indicates that the teacher is not sitting or standing directly with the pupils and directing their every move; an example of directly supervised activities would be a reading group.]

S2 Pupils not involved in directly supervised activities move freely among groups.

Α	В	С	D	E
0-20%	21-40%	41-60%	61-80%	81-100%
IDS pupils				IDS pupils

S3 Pupils involved in IDS activities work individually and/or independently in groups.

Α .	В	C	D	E	
0-20%	21-40%	41-60%	61-80%	81-100%	
IDS pupils				IDS pupils	

[Definition: With this statement we are trying to get at whether the students are actually doing meaningful activities without the teacher or are they "goofing off."]

S4 When pupils finish one task, they proceed to another task without teacher direction.

Α	В	C	D	Ε
0-20% of those	21-40%	41-60%	61-80%	81-100% of
finishing				those finishing

S5 Pupils seek aid from more than one source (e.g., other textbooks, dictionaries, encyclopedias, etc.).

Α	В	C	D	E
0-10%	11-20%	21-30%	31-40%	41% or more
IDS pupils				IDS pupils

S6 Teacher is aware of what is going on in IDS groups, as evidenced by observer questions at end of activity (period).

Α.	В	C *	D	E
0-20%	21-40%	41-60%	61-80%	81-100%
IDS groups				IDS groups

CLIMATE SCALES

Circle one number on each dimension of each scale.

Teacher								
1.	Aloof	1	2	3	4	5	6	Responsive
2.	Nonunderstanding	1	2	3	4	5	6	Understanding
3.	Harsh War and Oldon 2013	1	2	3	4	5	6	Kindly
1.	Erratic	1	2	3	4	5	6	Steady
5.	Evading	1	2	3	4	5	6	Responsible
5.	Disorganized	1	2	3	4	5	6	Systematic
7.	Dull	1	2	3	4	5	6	Stimulating
3.	Stereotyped	1	2	3	4	5	6	Original

3 (a			S	tud	ent		T - N	
1.	Social Hostility	1	2	3	4	5	6	Positive Social Behavior
2.	Negative Task-oriented Behavior	1	2	3	4	5	6	Positive Task-oriented Behavior
3.	Uncooperative	1	2	3	4	5	6	Cooperative
4.	Unresponsive	1	2	3	4	5	6	Responsive
5.	Uninterested	1	2	3	4	5	6	Interested
6.	Discontented	1	2	3	4	5	6	Contented

			Cl	ass	roc	m		21 409 201
l. Restricted		1	2	3	4	5	6	Open
2. Hostile	(3 tv (1	2	3	4	5	6	Friendly
3. Tense		1	2	3	4	5	6	Relaxed

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